

**THE UNIVERSITY OF TEXAS
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course Number:	SW 312	Instructor:	Rosalie Ambrosino, PhD
Unique Number:	61000	Email:	rambrosino@utexas.edu
Semester:	Spring 2021	Office:	Virtual
Meeting Time/Place:	MW 9:30-11 a.m.	Phone:	210-241-0391
	Zoom session dates noted in course schedule	Office Hours:	MW 12:30-2 p.m. via zoom; Other times by appointment

**Generalist Social Work Practice: Skills, Knowledge and Values
Service Learning Course**

I. COURSE DESCRIPTION

This course is the first course in the practice methods sequence in which students are introduced to the fundamental values and ethics, skills and knowledge relevant to generalist social work practice. Areas covered include the NASW Code of Ethics and Standards and Indicators for Cultural Competence in Social Work Practice; and the development of observation, communication, interviewing and assessment skills utilizing the problem-solving approach. Experiential learning is emphasized, including a 20-hour service learning requirement in which students have contact with others and practice relationship building skills. Completion of SW 310 is a prerequisite for this course.

II. COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Explain the major dimensions of generalist social work practice and the planned change/problem solving process with individuals, families, groups, organizations and communities;
2. Apply social work knowledge, values and skills to their participation in the learning environment;
3. Demonstrate skills in observation, communication, interviewing, assessment and problem solving;
4. Demonstrate the ability to differentially use basic social work skills to reflect the needs of clients of diverse groups distinguished by race, ethnicity, class, gender, culture, sexual orientation, religion, age, physical and mental abilities and national origin; and
5. Identify ethical issues and recognize when client, societal and/or personal values conflict, emphasizing understanding, affirmation and respect for human diversity and social justice in the practice of social work.

III. TEACHING METHODS

This class will be taught both synchronously and asynchronously using a variety of methods to foster a stimulating, creative, collaborative and interactive learning community. Students will view asynchronous materials, including readings and slides with imbedded videos, prior to participating in a zoom class session typically scheduled on Wednesdays. Most zoom sessions will be skills labs, where students will work in pairs or small groups to apply content from the materials viewed earlier in the week. Experiential learning and exercises to promote self-awareness in relation to class content will be used. Other teaching

methods include class discussion, videos, guest speakers, lecture and assigned learning activities in the community, including completion of 20 hours of service learning. For a meaningful experience in this class, students must actively participate, take risks, stretch their creativity and critical thinking skills and attend class regularly. All students are encouraged to provide the instructor with feedback and meet with the instructor individually as needed to enhance their learning.

IV. REQUIRED TEXT AND MATERIALS

Required Text

Berg-Werner, J., Adams, D., & Birkenmaier, J. (2020). *The practice of generalist social work*. (5th ed.) Routledge.

Students are also expected to review:

UTSSW Standards for Social Work Education

<http://socialwork.utexas.edu/dl/files/academic-programs/other/standards-sw-education.pdf>

NASW Code of Ethics <http://www.socialworkers.org/pubs/code/code.asp>

Texas State Board of Social Work Examiners Code of Conduct

http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm

NASW Standards and Indicators for Cultural Competence

<http://www.socialworkers.org/practice/standards/PRA-BRO-253150-CC-Standards.pdf>

NASW Policy Statement on Professional Self Care

<http://www.compassionstrengths.com/uploads/NASW.ProfesionalSelf-Care.pdf>

Additional required readings and handouts are posted on Canvas.

V. COURSE REQUIREMENTS

Your grade for this course will be based on the following requirements (further guidance for class participation and all assignments is included in the syllabus appendix):

Student Participation - Attendance and active participation are critical to the teaching and learning in this class. Participation is especially important in this course, since a large portion of the course will focus on skills, which will be practiced in class. Students are expected to be in scheduled zoom classes, or, in extenuating circumstances, to notify the instructor if they cannot attend. This portion of the grade will be determined by attendance and online discussions and quality of contribution as demonstrated by student preparation level. Preparation includes completing modules, readings and assignments by due dates and coming to zoom class sessions prepared to discuss included content, and “being present” and involved in experiential activities and in class and online discussions. Note that even if absences are excused, missing more than one class will impact your participation grade (unless it is because of a religious holiday) since you cannot participate if you are not present. Missing more than two classes will result in a reduction of two points per missed class deducted from your final grade.

10% of final grade

Service Learning Requirement - All students enrolled in SW 312 are required to complete 20 clock hours of service learning in a community organization (students will be able to select from a list of organizations), complete

several summaries of their experiences at various points during the semester, and give a brief in-class presentation and submit a portfolio at the end of the semester documenting their work. Although most students will complete their hours remotely, in-person hours are allowed under certain conditions if the service learning organization can provide a safe environment. Additional instructions, forms and due dates

for this course requirement are available on Canvas and in the syllabus appendix. Information can also be found on the Steve Hicks School of Social Work service learning website at <https://socialwork.utexas.edu/bsw/service-learning/> 25% of final grade

Learning Reflections – Students will submit learning reflections that integrate content from readings, class sessions, and service learning experiences using prompts posted on Canvas (twelve will be posted throughout the semester). Reflections should be no more than one page single spaced and are to be submitted on Canvas no later than 11:59 p.m. on due dates. Students will then be expected to respond to at least two peers’ reflections later in the week. (See course schedule section of the syllabus for due dates). Students’ grades for their learning reflections will be based on ten of the twelve submissions, so they can either drop their lowest submission grades or submit only ten of the reflections. 20% of final grade

Video Project – All students will create a brief video demonstrating basic social work skills, working with a partner, either someone else in the class or a friend or relative. They will then view and critique each other’s presentations. Grades will be based on both the student’s submitted video and thoughtful critique of their presentation. 15% of final grade

Exams – Students will complete two take-home exams (short-answer essay format) that require applying various concepts covered in the course to a selected film. Each exam will count 15% toward the final grade.

To receive a passing grade, ALL assignments must be completed and expectations for participation met.

Summary of Assignments

Date Due

% of Grade

<u>Summary of Assignments</u>	<u>Date Due</u>	<u>% of Grade</u>
<p>Service Learning</p> <ul style="list-style-type: none"> • Log in to GivePulse website and acknowledge agreement of participation guidelines, confirm placement (1 pt.) • Agency selection form (1 pt.) • Two check-in summaries (3 pts. each) • 3-5 minute presentation at end of semester (2 points) • Portfolio including previous submissions, self-reflection paper (5 points), and documentation of hours completed (15 points total) 	<ul style="list-style-type: none"> • February 15 • February 15 • March 5 and April 9 • April 28 and May 3 (presentations) • May 12 	25%

<p>Learning Reflections</p> <ul style="list-style-type: none"> Ten one-page reflections integrating readings, class content, and service learning experiences and responses to at least 2 peers' reflections submitted on Canvas (2 points/reflection) 	<ul style="list-style-type: none"> January 27/29; February 3/5, 10/12, 17/19 and 24/26; March 3/5 and 24/26; April 7/9, 14/16, 21/23, and 26/28; and May 5/7 at 11:59 p.m. (Students must submit a minimum of ten reflections; if they submit more they can drop their lowest grades) 	20%
<p>Video Project/Social Work Skills</p> <ul style="list-style-type: none"> Video demonstrating social work skills and critique 	<ul style="list-style-type: none"> Video due April 2 at 11:59 p.m. Students will meet with the instructor in small groups either April 5, 7, 12, or 19 to critique presentations 	15%
<p>Exams</p> <ul style="list-style-type: none"> Exam I (15% of grade) Exam II (15% of grade) 	<ul style="list-style-type: none"> March 12 at 11:59 p.m. May 12 at 11:59 p.m. 	30%
<p>Class Attendance and Participation</p>	<ul style="list-style-type: none"> May 7 	10%

VI. GRADES

Overall Criteria for Evaluating Student Assignments

Your written work should be well-conceptualized and researched, clearly organized, and supported by examples and details. It also should show evidence of your own creative and thoughtful analysis. Papers must follow APA style formatting. Additional criteria and evaluation guidelines are provided at the end of the syllabus for all assignments. Note that if you are a social work major you will need to repeat this course if your final grade falls below a 'C'-.

GRADING SCALE

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

VII. CLASS POLICIES

1. **Instructor Contact:** If you wish to make an appointment to see me, cannot attend class, or have a question about the course, please call or text me at 210-241-0391 (cell) or schedule a zoom conference. You can also send an email to me at rambrosino@utexas.edu. I check my e-mail and phone messages regularly and will respond as quickly as possible.
2. **Attendance:** This course is interactive in nature, with students learning from each other as well as from readings and other course assignments. It also is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is submitting assignments on time. Students who fail to attend zoom class sessions on a regular basis (missing more than two classes without a valid excuse, e.g., medical documentation) will receive two points deducted from their final grade for each additional class session missed and an additional reduction in class participation points.
3. **Electronic Devices:** Students are expected to have the technology needed to participate in zoom class sessions. Students are asked to have cell phones on vibrate or turned off during zoom class sessions. If you receive an emergency call, please step away while you take the call. You are expected to refrain from texting during class and to have your video camera on during the majority of class sessions so we can create a sense of community with each other.
4. **Submission of Papers and Late Assignments:** Submitting required documents is important for social work practitioners. Thus, it is expected that students will meet deadlines when submitting assignments. Written assignments must be submitted as a word document on Canvas by 11:59 p.m. the day that an assignment is due. Changes in work schedules, personal celebrations, transportation problems, computer/printing problems, etc. are not considered legitimate reasons for missing an assignment deadline. A late assignment will result in a deduction of **5%** for each day it is late. Students will be given one “day of grace” before late points are deducted. Any legitimate adjustments in due dates must be discussed with the instructor at least 24 hours PRIOR to the regularly scheduled due date unless there is a valid documented reason for not being able to meet this requirement. Because Canvas posts an aggregated course grade based only on submitted and graded assignments, all assignments not submitted within ten days of the date an assignment is due will be assigned a grade of 0. If you have made prior arrangements with the instructor to complete the assignment beyond that date, the grade will be changed once the assignment has been submitted and graded. This will enable students to have a more accurate perspective on how they are doing in the course.
5. **Quality of Written Work, APA & References:** Students are expected to produce high quality work in terms of appearance, writing style and content. Points will be deducted for errors, misspellings, incorrect grammar, poor organization and formatting, repetition of information, and inferior word processing. The Steve Hicks School of Social Work uniformly requires APA editorial style as the standard format for all written assignments. Details of APA style are included in the *Publication Manual of the American Psychological Association 7th edition*. Information on APA style and format can be found at the Learning Resource Center (LRC) in the Steve Hicks School of Social Work and on the UT library website. Another excellent source is Purdue University’s Online Writing Lab (OWL) https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html. Appropriate referencing is required. Failure to use quotation marks for direct quotes or citations for indirect quotations and/or others’ ideas constitutes plagiarism, which is a serious violation of university rules and will be dealt with according to university policy. Students also are encouraged to consult with the Undergraduate Writing Center at <http://uwc.utexas.edu> (512) 471-6222 for assistance with any writing assignments.

6. **Course Feedback:** Students will have two formal opportunities to evaluate the quality of the course and instruction. About midway into the course students will be asked to provide an anonymous evaluation about the course and any suggestions for improving content, delivery, and discussion. The second evaluation will occur at the end of the course, using the format provided by the University. At any time during the course, students should feel free to comment on the quality of the course and instruction and suggest changes that will increase their learning. These comments can either be made in zoom class sessions, by making an appointment to meet with the instructor via zoom, or via any other means selected by the student.
7. **Course Modifications:** Any modifications, amendments, or changes to the syllabus and/or assignments are at the discretion of the instructor. Changes will be announced in zoom class sessions. It is the responsibility of students to inquire about any changes that might have been made in their absence; all changes will be published on Canvas.

VIII. UNIVERSITY POLICIES

1. **Covid-19 Related Information:** The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>
2. **The University of Texas Honor Code:** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.
3. **Documented Disability Statement:** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.
4. **Professional Conduct and Civility in the Classroom:** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.
5. **Unanticipated Distress:** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in

course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

6. **Policy on Social Media and Professional Communication:** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

7. **Policy on Scholastic Dishonesty.** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of Student Conduct and Academic Integrity, Office of the Dean of Students

<https://deanofstudents.utexas.edu/conduct/academicintegrity.php>.

8. **Use of Course Materials:** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

9. **Classroom Confidentiality:** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and

is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

10. **Use of E-Mail for Official Correspondence to Students:** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.
11. **Religious Holidays:** By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.
12. **Title IX Reporting:** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University’s Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.
13. **Campus Carry Policy:** The University’s policy on concealed firearms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School’s website.
14. **Safety:** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.
15. **Behavior Concerns Advice Line (BCAL):** If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <https://safety.utexas.edu/behavior-concerns-advice-line>.
16. **Emergency Evacuation Policy:** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors

in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building. If you require assistance to evacuate, inform the professor in writing during the first week of class. In the event of an evacuation, follow the professor's instructions. Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. COURSE SCHEDULE

Date	Topics	Assignments Due (Submitted on Canvas)	Readings
Week 1 W 1/20 Zoom class session	<ul style="list-style-type: none"> • Course overview • Creating a community of learners • Understanding service learning and experiential education • Kolb's cycle of learning 	COMPLETE: Module 1 slides and syllabus SUBMIT: Introduction to colleagues by 1/24 at 11:59 p.m.	(Reviewed in class) <ul style="list-style-type: none"> • Course syllabus • Course assignment guidelines
Week 2 M 1/25 Asynchronous	<ul style="list-style-type: none"> • The profession of social work • Generalist social work practice • Overview of theoretical perspectives for social work practice • Professional tensions 	COMPLETE: Module 2 slides and readings PARTICIPATE IF POSSIBLE: Online Service Learning Fair 11 a.m.-1 p.m. 1/25	<ul style="list-style-type: none"> • Text Ch. 1 Understanding social work practice • <i>Standards for Social Work Education</i> (on Canvas) • Steve Hicks School of Social Work website on service learning (link on Canvas)
W 1/27 Zoom class session	<ul style="list-style-type: none"> • Preparing for your service learning: The placement process • Professional community engagement/expectations • Guests Cossy Hough, Assistant Dean for BSW Program; April Oviedo, Service Learning TA • Application: Generalist social work practice 	SUBMIT: Learning reflection 1 by 1/27 at 11:59 p.m.; Responses to 2 peers by 1/29 at 11:59 p.m.	<ul style="list-style-type: none"> • <i>Days in the Lives of Social Workers</i>, Chapter 11, Elementary school social work (on Canvas)
Week 3 M 2/1 Asynchronous	<ul style="list-style-type: none"> • Social work ethics • Models for ethical decision making • Ethical dilemmas in social work practice 	COMPLETE: Module 3 slides and readings	<ul style="list-style-type: none"> • Text Ch. 2 Applying values and ethics to practice • <i>NASW Code of Ethics</i> (posted on Canvas) • <i>Texas State Board of Social Work Examiners Code of Conduct</i> (posted on Canvas)

			<ul style="list-style-type: none"> • Shaia, SHARP: A framework for addressing the contexts of poverty and Oppression (on Canvas)
Date	Topics	Assignments Due	Readings
W 2/3 Zoom class session	<ul style="list-style-type: none"> • Diversity and cultural humility • Application: Ethical dilemmas • Professional use of self 	SUBMIT: Learning reflection 2 by 2/3 at 11:59 p.m.; Responses to 2 peers by 2/5 at 11:59 p.m.	<ul style="list-style-type: none"> • Text, Ch. 4 The social worker perspective: The social worker as a whole person, pp. 169-174. • <i>NASW Policy Statement on Professional Self Care</i> (posted on Canvas)
Week 4 M 2/8	<ul style="list-style-type: none"> • Skills needed to build relationships with clients • Power dynamics when building client relationships • Cultural humility and the engagement process 	COMPLETE: Module 4 slides and readings	<ul style="list-style-type: none"> • Text Ch. 3 Communication, interviewing, and engagement: Relationship skills for practice at all levels • <i>Days in the Lives of Social Workers</i>, Chapter 48, Outreach to homeless veterans (on Canvas)
W 2/10 Zoom class session	Skills Lab: Engagement and interviewing skills	SUBMIT: Learning reflection 3 by 2/10 at 11:59 p.m.; Responses to 2 peers by 2/12 at 11:59 p.m.	<ul style="list-style-type: none"> •
Week 5 M 2/15 (Asynchronous)	<ul style="list-style-type: none"> • Assessment and planning with individual clients <ul style="list-style-type: none"> ◦ Integration of diversity and culture • Ecomaps, genograms, culturegrams 	COMPLETE: Module 5 slides and readings SUBMIT: GivePulse registration and agency selection form 2/15 at 11:59 p.m.	<ul style="list-style-type: none"> • Text, Ch. 4, Social work practice with individuals: Assessment and planning
W 2/17 Zoom class session	<ul style="list-style-type: none"> • Skills Lab: Asking questions and working with clients during the assessment and planning process 	SUBMIT: Learning reflection 4 by 2/17 at 11:59 p.m.; Responses to 2 peers by 2/19 at 11:59 p.m.	

Week	Topics	Assignments Due	Readings
Week 6 M 2/22 (Asynchronous)	<ul style="list-style-type: none"> • Intervention, termination, and evaluation <ul style="list-style-type: none"> ○ Use of evidence-based practice in identifying interventions ○ Case management 	COMPLETE: Module 6 slides and readings	<ul style="list-style-type: none"> • Text, Ch. 5, Social work practice with individuals: Intervention, termination and evaluation • <i>Days in the Lives of Social Workers</i>, Chapter 26, Life as a group home manager
W 2/24 Zoom class session	<ul style="list-style-type: none"> • Skills Lab: Developing goals, intervention plans and contracts 	SUBMIT: Learning reflection 5 by 2/24 at 11:59 p.m.; Responses to 2 peers by 2/26 at 11:59 p.m.	
Week 7 M 3/1 (Asynchronous)	<ul style="list-style-type: none"> • Social work practice with families <ul style="list-style-type: none"> ○ Engaging families ○ Assessing family dynamics ○ Planning to create family change 	COMPLETE: Module 7 slides and readings (includes film to be used as case study for take-home exam and exam questions)	<ul style="list-style-type: none"> • Text, Ch. 6, Social work practice with families: Engagement, assessment and planning • <i>Days in the Lives of Social Workers</i>, Chapter 14, Urban child protective services
W 3/3 Zoom class session	<ul style="list-style-type: none"> • Skills Lab: Skills when engaging and assessing family members 	SUBMIT: Learning reflection 6 by 3/3 at 11:59 p.m.; Responses to 2 peers by 3/5 at 11:59 p.m.; Service learning check-in summary 1 by 3/5 at 11:59 p.m.	
Week 8 M 3/8 (Asynchronous)	<ul style="list-style-type: none"> • Family systems perspectives • Family strengths/Resilience • Intervention strategies 	COMPLETE: Module 8 slides and readings	<ul style="list-style-type: none"> • Text, Ch. 7, Social work practice with families: Intervention, termination and evaluation
W 3/10 Zoom class session	<ul style="list-style-type: none"> • Skills Lab: Intervention strategies when working with families 	SUBMIT: Take home exam I by 3/12 at 11:59 p.m.	

Week of 3/15-20	<ul style="list-style-type: none"> • Spring Break – Enjoy!! 		
Week	Topics	Assignments Due	Readings
Week 9 M 3/22 (Asynchronous)	<ul style="list-style-type: none"> • Working with groups: Assessment and planning Types and functions of groups 	COMPLETE: Module 9 slides and readings	<ul style="list-style-type: none"> • Text, Ch. 8, Social work practice with groups: Assessment and planning
W 3/24 Zoom class session	<ul style="list-style-type: none"> • Skills Lab: Working with groups: Assessment and planning 	SUBMIT: Learning reflection 7 by 3/24 at 11:59 p.m.; Responses to 2 peers by 3/26 at 11:59 p.m.	
Week 10 M 3/29 (Asynchronous)	<ul style="list-style-type: none"> • Working with Groups <ul style="list-style-type: none"> ○ Intervention strategies/evidence and practice-based ○ Challenges ○ Termination ○ Evaluating group interventions 	COMPLETE: Module 10 slides and readings	<ul style="list-style-type: none"> • Text, Ch. 9, Social work practice with groups: Intervention, termination, and evaluation • <i>Days in the Lives of Social Workers</i>, Chapter 17, Working with gay and lesbian youth
W 3/31 No organized class	<ul style="list-style-type: none"> • Skills Lab: Work with partner on video skills assignment/no organized class 	SUBMIT: Skills video by 4/2 at 11:59 p.m.	
Week 11 M 4/5 (Group 1 meets on zoom to critique video skills)	<ul style="list-style-type: none"> • Social work practice with communities <ul style="list-style-type: none"> ○ Engaging members ○ Assessing community needs 	COMPLETE: Module 11 slides and readings	<ul style="list-style-type: none"> • Text, Ch. 10, Social work practice with communities: Engagement, assessment and planning
W 4/7 (Group 2 meets on zoom to critique video skills; no organized class)	<ul style="list-style-type: none"> • Students either work on week 11 module and reflection or participate in zoom video critique 	SUBMIT: Learning reflection 8 by 4/7 at 11:59 p.m.; Responses to 2 peers by 4/9 at 11:59 p.m. Service learning check-in Summary 2 by 4/9 at 11:59 p.m.	
Week 12 M 4/12	<ul style="list-style-type: none"> • Models for community social work 	COMPLETE: Module 12 slides and readings	<ul style="list-style-type: none"> • Text, Ch. 11, Social work with communities:

(Group 3 meets on zoom to critique video skills)	<ul style="list-style-type: none"> ○ Community-based interventions: Social and economic; asset-based 		Intervention, termination and evaluation <i>Days in the Lives of Social Workers</i> , Chapter 58, Mucho gusto en conocerie
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Date	Topics	Assignments Due	Readings
W 4/14 Zoom class session	<ul style="list-style-type: none"> • Skills lab: Working in communities 	SUBMIT: Learning reflection 9 by 4/14 at 11:59 p.m.; Responses to 2 peers by 4/16 at 11:59 p.m.	
Week 13 M 4/19 (Group 4 meets on zoom to critique video skills)	<ul style="list-style-type: none"> • Frameworks used to understand organizations • Formal and informal organizational culture • Engaging and assessing organizations 	COMPLETE: Module 13 slides and readings	<ul style="list-style-type: none"> • Text, Ch. 12, Social work practice with organizations: Engagement, assessment and planning • <i>Days in the Lives of Social Workers</i>, Chapter 47, Family advocacy in the military
W 4/21 Zoom class session	<ul style="list-style-type: none"> • Skills lab: Macro practice in organizations • Prepare service learning presentations 	SUBMIT: Learning reflection 10 by 4/21; Responses to 2 peers by 4/23	
Week 14 M 4/26 (Asynchronous)	<ul style="list-style-type: none"> • Planning, implementing and evaluating organizational change 	COMPLETE: Module 14 slides and readings	<ul style="list-style-type: none"> • Text, Ch. 13, Social work practice in organizations: Intervention, termination, and evaluation • <i>Days in the Lives of Social Workers</i>, Chapter 5, Working with pregnant women in public health
W 4/28 Zoom class session	<ul style="list-style-type: none"> • Student presentations on service learning experiences 	SUBMIT: Learning reflection 11 by 4/28 at 11:59 p.m.; Responses to 2 peers by 4/30	Take home exam II distributed (students present in class on 5/5 will complete the exam in small groups; those not present submit individual exams)
Week 15 M 5/3 Zoom class	<ul style="list-style-type: none"> • Student presentations on service learning experiences 		

W 5/5 Zoom class (zoom class session)	<ul style="list-style-type: none"> • Macro practice application (take-home exam II) • Termination/celebration • Ending Celebration 	SUBMIT: Learning reflection 12 by 5/5; Responses to 2 peers by 5/7; service learning portfolio and exam II due 5/12 at 11:59 p.m.	
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APPENDIX
ASSIGNMENT GUIDELINES

I. SERVICE LEARNING REQUIREMENT (counts 25% toward your final grade)

Students are required to complete 20 clock hours of service learning (reduced from the 30 typically required because of the pandemic) that provide an opportunity to focus on relationship-building skills. Because you are not yet a social worker (you must be licensed as a social worker to use the title), you may have the opportunity to work with clients in some way in other roles, i.e., tutoring or engaging them in a discussion online). You can also work with staff or others who are not agency clients as long as you have opportunities to practice relationship-building skills. Though there are times when agencies may ask you to gather or compile data, for example, the majority of your hours should focus on relationship-building.

You will have an extensive choice of organizations and programs from which to choose. Although the School of Social Work prefers that you complete your service learning hours remotely for the safety of you and others during the pandemic, it is possible to complete hours in a setting that allows face-to-face interaction if specific requirements are met and you and the organization verify the ability to meet them. Additional information is available on the BSW service learning website <https://socialwork.utexas.edu/academics/bsw/service-learning/>.

The School of Social Work has a teaching assistant who coordinates service learning options, so you will have access to help in locating a placement of interest to you and completing the service learning requirements. Their contact information is sswservicelearning@austin.utexas.edu.

We will discuss expectations for service learning and how to secure a service learning placement early in the semester. The Assistant Dean for BSW Programs and the TA will visit our class on zoom on **Wednesday, January 27**, to discuss the importance of service learning and explain how to access possible options for placement and track hours throughout the semester. UT uses a website, GivePulse, <https://www.givepulse.com/>, which helps you search for a placement and also tracks the service hours as you complete and input them once you have confirmed the placement. (If you are interested in working for an agency not listed on GivePulse, let the instructor know as other options may be possible.) The Steve Hicks School of Social Work is also hosting a service learning fair, where many agencies seeking students will be present for you to learn more about the opportunities available. **The virtual fair will be Monday, January 25, from 11 a.m. to 1 p.m.**

When you find a placement of interest to you, you are required to contact the organization and agree to

any requirements the organization has (i.e., attending an orientation, serving as a volunteer for a specific amount of time which may be beyond the semester). Most students complete their hours once a week throughout the semester. It may take time for you to complete required orientation depending on the agency's schedule (these hours may be counted toward the 20 clock hours), so secure your placement early so you don't have to clock extra hours at the end of the semester in order to meet course requirements. We will take time in class on January 27 to step you through how to use the GivePulse site and help you get started on finding a placement.

During the semester, you should keep a journal of your service learning experiences, noting what you did while completing your hours with the agency, self-reflecting on your experiences and what you are learning, and including any questions that come up as you engage with the agency. You also can integrate relevant service learning experiences in your weekly learning reflection submissions.

Additionally, students will complete the following during the semester:

- Participation registration and agreement: This form is accessible through the GivePulse website and is required. You must log in and register on the website when you have confirmation from an agency that you will be completing your service learning hours there. You must log in and register no later than **February 15 at 11:59 p.m.**
- Agency selection form: A service learning agency selection form (available on Canvas) must be submitted once you have secured a placement. This form must be signed by you and your agency supervisor. This form must be submitted on Canvas no later than **February 15 at 11:59 p.m.**
- Service learning update summaries: Drawing from your journal, you are to submit two brief summaries throughout the semester providing an update of your experiences (format available on Canvas). These summaries will ask you to describe what you have done at the agency to meet the learning objectives you established, as well as the number of hours you have completed to date and a self-reflection on your experiences and how they connect to course content and your interest in social work. Summaries are to be submitted on Canvas **March 5 and April 9**. The summaries will also help the instructor flag students who are behind in hours so we can work to ensure that you meet the service requirement by the end of the semester.
- Oral presentation reflecting on your service learning experience: Students will work in small groups to give 3-5 minute presentations on **April 28 and May 3** briefly describing their service learning experience, including what they did while at the agency, what they learned about the profession and client needs, and what they learned about themselves. Several (no more than 3) PowerPoint or similar slides are recommended to give a visual as well as an oral portrayal of your experiences. A copy of any materials provided during your presentation should be included in your portfolio.
- Service learning portfolio: This will include all required submissions relating to your service learning experience (note that it is good to keep an electronic version of this information for use when applying for admission to the social work major if that is your plan and/or applying for graduate school or employment).
 - Agency selection form: You will have already submitted this form but include a copy in your portfolio.
 - Service learning update summaries: Again, you will have already submitted these summaries, but include copies in your portfolio.
 - Agency presentation summary: Include any materials from your presentation.

- Service learning reflection: This 3-5 page double-spaced paper should focus on your learning as you completed this requirement. It should address the following: the name of the agency and a brief description of the services provided and the population served; a brief description of your role at the agency and the tasks you completed; a summary of the specific activities in which you participated to complete your established learning objectives; and a reflection of your learning (the most important part of the paper) – e.g., about the agency, the roles of social workers, the experiences of clients, strengths and barriers that exist in meeting client needs including programs and policies, your own personal growth/challenges experienced during the semester as you completed this assignment, and a brief description of recommendations that could strengthen the organization/services provided.
- Service learning hour log: This information should be downloaded from the GivePulse website and documents the 20 hours required to meet the guidelines for this assignment.
- Service learning evaluation forms: You are to complete an evaluation sharing your views about your work as well as the organization and giving feedback about your experience there (you will be asked to do this by the Service Learning TA with a link to the survey who will then provide documentation to me that you have completed the survey. You do not need to submit anything in your portfolio to meet this requirement; however, you will lose portfolio points if you do not submit it.

Your portfolio should be submitted as one professional document with a cover page and is due on Canvas in a word or PDF document no later than May 12 at 11:59 p.m.

II. LEARNING REFLECTIONS (counts 20% toward your final grade)

Students are required to complete ten weekly learning reflections integrating readings, content covered in weekly asynchronous modules and zoom class sessions, and their service learning experiences. Prompts for each week’s reflections will be posted on Canvas. Note that your reflection should not be a regurgitation of readings or class content or a listing of what you did at your service learning placement, but your reflections about what you read, what was discussed in class, and your service learning experience. Make connections between these components of the course, or connect content to personal or other “real world experiences” (e.g., previous and current life experiences, the Texas legislature, national and global policies and issues). There is no set expectation about what should be discussed in your reflection other than it must incorporate the information called for in the prompt and incorporate the week’s module and readings, as students will have different interests and perspectives about what is important to them and their learning.

Reflections should generally be about one page single spaced, though there will be no penalty if you include additional pages. Citations should be included as appropriate following APA format and must incorporate the week’s readings at a minimum. Reflections will be due on Wednesday evenings at 11:59 p.m.

Students will read and respond to at least two peers’ reflections no later than Friday evenings at 11:59 p.m. Responses should deepen the conversation by sharing your own perspectives, citing a relevant

reading or other source, and connecting your experiences to what your peer has shared. They should be 1/3 to 1/2 page in length and go beyond “great reflection, I agree.” Part of the course is valuing different opinions, so posts do not need to reflect agreement with each other; however, it is expected that you will follow “netiquette” and treat each other with respect as you respond.

Although specific content will be confidential, we will be drawing on themes included in reflections during class. Student grades for this portion of the course will be based on the 10 highest grades received on the weekly submissions (2 points per reflection towards your final grade). You can either skip submitting reflections during the semester or drop your lowest grade(s) if you submit more than 10.

Reflections and peer responses will be due at 11:59 p.m. on the following dates: January 27/29; February 3/5, 10/12, 17/19 and 24/26; March 3/5 and 24/26; April 7/9, 14/16, 21/23, and 28/30; and May 5/7 at 11:59 p.m.

III. VIDEO PROJECT (due April 2 at 11:59 p.m.; counts 15% toward your final grade)

Students will pair up with another student in the course or a friend or relative to develop video recordings showcasing their social work skills. Each pair will meet and develop one or two brief hypothetical case scenarios (if you are working with another student, you each need to have a different scenario; if you are working with a friend or relative, only one scenario is needed). Be sure that the individual you choose to partner with and the topic you choose for your scenario will not trigger either you or your partner in any way. **There will be no organized class on Wednesday, March 31, to give you time to complete your video.**

After briefly determining your scenario, each student will then video a 10-20 minute session playing the role of the social worker and the other individual playing the role of the client. Students can use cell phones or zoom to record the sessions. Try to keep your session natural and let the conversation flow freely as if you were working with an actual client. You don't need to have a written script – it typically stifles your ability to showcase your skills.

After recording the session, the student and partner will critique it, giving constructive feedback on the student's social work skills when they played the social work role. Each student will then select approximately five minutes of the session where they played the social work role and load it to a private YouTube channel or Google document (additional instructions on how to do this will be available on Canvas) so the instructor will have access to view it. Students will also complete a brief self-reflection, available on Canvas, critiquing their use of skills in the video role play and incorporating feedback received from their partner.

Students will then meet with the course instructor in groups of 6-8 to share their videos and reflections and receive strengths-based feedback from peers. **Peer-review sessions will be held on April 5, 7, 12, and 19. No organized class will be held on the 7th.**

The video and self reflection must be submitted no later than April 2 at 11:59 p.m. Each student also must

participate in their scheduled peer-review session held on the 5, 7, 12 or 19 and be prepared to show 5 minutes of their video and give a brief summary of their critique. Your colleagues will then spend another 5 minutes or so giving strengths-based feedback.

IV. TAKE-HOME EXAMS (each exam counts 15% toward your final grade)

Students will view films as part of asynchronous modules during weeks 7 and 14 which will be used as case studies for take-home exams, applying content learned in the course to the film. Students will view the films independently and then complete a series of short answer essay questions. Students are expected to complete the midterm exam independently and will verify upon submission of the exam that all completed work is their own. **This take-home exam will be due on Canvas Friday, March 12.**

Students will also complete a second take-home exam at the end of the semester. After viewing the film independently, those **students who attend the last class day, Wednesday, May 5, will work in small groups to complete the exam**, with one only submission required for each group. **Students who do not attend the last class day will need to complete the exam independently and post it by 11:59 p.m. May 5.**